



Special Education Advisory Committee

November 3, 2021, SEAC Meeting PTA/PTO Talking Points

Livestream Recording: <https://vimeo.com/641295421> (Business Meeting)

Presentation

Next SEAC Meeting December 1, 2021

Presentation: Transition Planning and the IEP, 6 p.m.

Presenter: Tammy Burns, PEATC Family Support Specialist

SEAC Business Meeting at 7:15pm: RTI International – Strategic Planning Process

SEAC Leadership:

SEAC Chair	Sharon Tropf	SEACChair@lcps.org
SEAC Vice Chair Planning	Shehnaz Khan	SEACViceChairPlanning@lcps.org
SEAC Vice Chair Membership	Heidi Bunkua	SEACViceChairMembership@lcps.org
SEAC Vice Chair Communications	Craig Metz	SEACViceChairCommunications@lcps.org
SEAC Secretary	Kathryn Rosenbrook	SEACSecretary@lcps.org

SEAC Liaisons:

LCPS Staff Liaison, Acting Director	Donna Smith	Donna.Smith@lcps.org
School Board Liaison	Andrew Hoyler	Andrew.Hoyler@lcps.org
School Board Liaison, Alternate	Ian Serotkin	Ian.Serotkin@lcps.org

Stay Connected:

Facebook: loudounseac

Twitter: @loudounseac

WWW: www.loudounseac.org

Chair Report, Sharon Tropf

- Membership
 - PTA/PTO Representatives and Member Training
 - 35 Schools with PTA/PTO Representatives (95 are needed)
 - 15 voting members - 6 open membership
 - 2 New membership applications
 - New SEAC Members - Liz Crotty and Carla Sola
 - Membership application and SEAC bylaws are on the LCPS website on the SEAC page
- Updates:
 - Review of May and October Minutes
 - Annual SEAC Awards – Update on Trophies
 - Executive Committee – November 3 at 7:30 p.m.
 - December 1 SEAC Meeting - RTI International – Strategic Planning Process
 - TNTP Independent External Review of K-3 Literacy
- Current Issues:
 - SEAC LCPS Webpage
 - Updated SEAC Meeting Dates for Jan. 12 and Feb. 9
 - Public Comment Guidelines are being reviewed and revised

- Career and Technical Education Advisory Committee – SEAC is concerned that special education is not addressed in the report
- New Issues Identified in October
 - Staffing Shortages – Requested Current Staffing Numbers
 - Access to Online Learning – SEAC provided a Recommendations Document
 - Evaluations – Failure to Initiate
 - Parents reporting missing information with transfer to the VA IEP System – SEAC has received multiple inquiries regarding the IEP process and the new software.
 - SEAC will be compiling this feedback and will be drafting a recommendations document.
 - Special Education Student Transportation – Tracking Students
- New Issue: Data Tracking - Transition from Pearson's DRA 2 to DRA 3
 - Elementary schools are moving from DRA 2 to DRA 3. Data was not maintained in educational record per VA Regulations.
 - Data that was collected under the DRA 2 was removed from the online system.
 - LCPS was provided a compressed file for "safekeeping."
 - Each student's educational records should have printed copies of the DRA scores going back over the years. However, this was not checked before removing the DRA 2 data.
 - DRA 2 data is now being deemed as "unavailable".
 - This is valuable data that may be needed in eligibility determinations for special education.
 - Regulation 8 VAC 20-131-80 of the Standards of Accreditation requires that schools shall maintain an early skills and knowledge achievement record in reading and mathematics for each student in grades kindergarten through grade 3 to monitor student progress and to promote successful achievement on the third grade Standards of Learning tests. This record shall be included with the student's records if the student transfers to a new school.
- New Issue: Policy 5350 Parental Notification for Screening and Assessments
 - Adopted 9/28/2021
 - Requires parents and legal guardians be notified of screening and of any results that may potentially indicate that their student is at-risk of not meeting grade level expectations.
 - Notification shall include all such assessment scores and subscores and any intervention plan that result from such assessment scores and subscores
 - While Dr. Jones shared MAP and other assessment data is available to parents via Parent Vue, SEAC does not believe Policy 5350 is being fully implemented as written and required under VA § 22.1-215.2 Parental notification; literacy and Response to Intervention screening and services; certain assessment results.

POLICY: 5350 PARENTAL NOTIFICATION FOR SCREENING AND ASSESSMENTS

The purpose of screening is to assess the skills and identify the instructional needs of all students in a grade level or course. As a result, Loudoun County School Board has adopted a policy to ensure that parents and legal guardians are notified of screening and of any results that may potentially indicate that their student is at-risk of not meeting grade-level expectations.

LCPS shall provide timely written notification to the parents and legal guardians of any student who undergoes literacy and other academic screening and services.

LCPS shall also provide timely written notification to the parents and legal guardians of any student who does not meet the benchmark on any assessment used to determine at-risk learners in preschool through grade 12. Notification shall include all such assessment scores and subscores and any intervention plan that results from such assessment scores or subscores.

Adopted: 9/28/21 Leg. Ref: Code of Virginia § 22.1-215.

SEAC Annual Report to the School Board, Sharon Tropsf

- Students with Disabilities are LCPS' largest minority group -- 9,216 students receiving special education services in LCPS.

- SEAC Survey:

- 2017 - 115 Responses
- 2018 - 568 Responses
- 2019 - 822 Responses

Both Spanish and English:

- 2020 - 2953 Total Responses (1844 Complete and 1109 Incomplete)
- 2021 - 1578 Total Responses (1040 Complete and 538 Incomplete)

<u>Grade Level</u>	<u>Responses</u>	<u>Percentage</u>
Early childhood	157	10.32
Elementary school	682	44.84
Middle school	322	21.17
High school	343	22.55

- Comparative Data - In 2020-2021 there were approximately 9,216 students receiving special education services through LCPS. This is approximately 13% of the entire LCPS student population of 72,102, and under the national average for students receiving special education services. (December 1, 2020, VDOE)

<u>Disability Designation</u>	<u>Responses</u>	<u>Percentage</u>	<u>LCPS %</u>
Specific Learning Disability (SLD)	562	35.61	29
Other Health Impairment (OHI)	160	10.14	21
Autism Spectrum Disorder	376	23.83	18
Emotional Disturbance	57	3.61	7
Speech or Language Impairment	164	10.39	11
Visual Impairment, including blindness	11	.70	<1
Deaf-Blindness	0	0	<1
Hearing Impairment	7	.44	1
Orthopedic Impairment	8	.51	<1
Intellectual Disability	61	3.87	1
Traumatic Brain Injury	9	.57	<1
Multiple Disabilities	51	3.23	1
Developmental Delay	109	6.91	7

- SEAC Supplemental Survey Analysis
 - Annual Report 2019-20
 - First year to have a 3rd party independent analysis
 - Contracted with Dr. Adam Winsler of Child Research, Evaluation, Data, and Information Technology Services (CREDITS, LC) and George Mason University for the qualitative and quantitative analysis.
 - 2020-21 Survey Analysis
- Barriers:
 - LCPS Special Education Staff have different goals for the SEAC Survey Data and are not releasing the current quantitative and qualitative supplemental reports produced by CREDITS, LC. for the 2019-20 Data.
 - LCPS remains steadfast in wanting SEAC Raw data – potential for LCPS to identify individual respondents who have been promised anonymity in responding to the SEAC survey.
 - Special Education staff are pushing for changes in how the data was analyzed
 - LCPS has not approved the 2020-21 Data Analysis, significantly impacting SEAC's ability to provide the Annual Report
- Data Analyses
 - District
 - School Level
 - Disability Type
- General Trend
 - Early Childhood highest satisfaction
 - Downward Trend as students move up to Elementary, Middle and High School
 - This tracks with SEAC's concerns raised over the last 2 years with the Special Education Delivery model at the middle and high school levels
- SEAC Supplemental Survey Analysis Areas for Improvement:
 - Transition
 - All special education students
 - College bound students – lack of knowledge and support identifying viable options
 - Training facilities that are fully operational for job training and independent living skills
 - Pre-employment and independent living skill assessment and tracking
 - Assistive Technology
 - Dyslexia and Dysgraphia Supports for Students
 - AAC
 - ESY
 - Communication and Collaboration with Parents
 - Mental Health
 - More trained personnel
 - More resources needed
 - Social Skills Training

- Social skills instruction
- Social Groups and Buddy Programs
- Bullying
- Literacy Instruction – (reading, writing, spelling and handwriting)
- Inclusion
 - Proactive planning for students with disabilities to meaningfully participate
 - Universal Design for Learning in all classrooms to foster instruction in the least restrictive environment
 - Accessible materials
 - Support for extracurricular activities
 - Instructional supports at the middle and high school are not sufficient
- Restraint and Seclusion – Behavior
- Equity - Educational equity means that each child receives what they need to develop to their full academic and social potential.
 - o Title II of the ADA
 - o Section 504
 - o Home/School Communication
 - o Staffing
 - o Training for Substitute Teachers and Teaching Assistants before working with students
 - o Continuum of Special Education – restrictions placed on IEP teams
 - o IEP Services: lack of delivery efficacy for high school and middle school
 - o Compensatory/Recovery Services

Parent Resource Services.

Presentations:

- Suicide Prevention: What Every Parent Needs to Know
- Wednesday, Nov. 10, 2021, 7:00 p.m. – 8:30 p.m.
- The Academies of Loudoun, 42075 Loudoun Academy Dr., Leesburg, VA 20175
- Registration: <https://bit.ly/3n7S3Jx>

- Raising Awareness Around Anxiety
- Thursday, Nov. 11, 2021 – VIRTUAL, 5:00 p.m.
- Registration: <https://bit.ly/3DBog2x>

- MANDT Overview for Parents Virtual Workshop
- Tuesday, Nov. 16, 2021 – VIRTUAL, 6:30 p.m. – 8:00 p.m.
- Registration: <https://bit.ly/3pdt0HP>

- While the Bus is Still Coming: Transition in Middle School and Early High School
- Thursday, Nov. 18, 2021 – VIRTUAL, 6:30 p.m. – 8:00 p.m.
- Registration: <https://bit.ly/2XEsdEw>

- How to contact Parent Resource Services:
 - Loudoun County Public School Administrative Building 21000 Education Court, Ashburn, VA 20148

- 571-252-6540
- Leanne Kidwell – Leanne.Kidwell@lcps.org
- Lcps.org/ParentResourceServices
- Like Us on Facebook: LCPS Parent Resource Services
- Follow Us on Twitter: @LCPS_PRS

School Board Liaison, Andrew Hoyler

- The School Board meets at 4:00 every second and fourth Tuesdays.
- The public can visit the School Board page on the LCPS website to see a listing of emails and phone numbers for their individual district representative along with the At-Large. The entire Board can be emailed at lcsb@lcps.org.
- Background: Andrew Hoyler has been a lifelong resident of Northern Virginia and is a graduate of Loudoun County Public Schools. After graduating from Briar Woods High School, he attended Purdue University in West Lafayette, Indiana, where he majored in Professional Flight, with a minor in Organizational Leadership and Supervision. Upon graduating, he remained at Purdue to teach for one year before being hired as a commercial airline pilot.

Old Business

Policy and Compliance Subcommittee

- Policy 1: Electronic Participation

New Business

Policy and Compliance Subcommittee

- Review Draft Policy 8030: Harassment and Discrimination of Students
- Review Draft Policy 3050: Trained Service Animals